

Lea C of E Primary School

Safeguarding & Child Protection Policy

This policy was written in October 2016 and has been reviewed in line with recommendations from the Safeguarding Policy Checklist 2016, by Andrew Hall. (Specialist **Safeguarding** Consultant)

The policy will be continually monitored by members of the Senior Management Team and Chair of Governors.

Adopted by the Governing Body

Signed: David Howell

Date: November 30th 2016 (Chair of Governors)

Signed: Sally-Anne Vines

Date: November 30th 2016 (Head of School)

Reviewed: Sally-Anne Vines

Date: December 2017 (Head of School)

Agreed by Governing Body

Date: January 2018

D. Howell

(signed copy can be seen in school)

This policy has been considered by a member of the SMT, in order to ensure that it does not have an adverse effect on race, gender or disability equality

Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ Safeguarding procedures, eg Sharing confidential information
- ❖ Staff Code of Conduct
- ❖ Whistle Blowing Policy
- ❖ E Safety policy
- ❖ PHSE and SMSC
- ❖ Behaviour and Anti-Bullying Policy
- ❖ HMI / DFE documentation / advice.

Policy drawn up by Head of School, using Herefordshire model.

It has been agreed by Staff and Governors.

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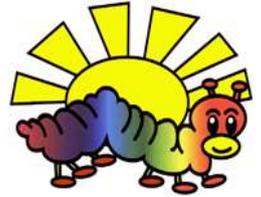
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SAFEGUARDING POLICY



1. OUR SCHOOL AND PRE SCHOOL VISION

"Our school will provide a happy, healthy, secure and stimulating learning environment where all are inspired to achieve their very best. Teaching and learning should be fun and nurture a life long journey of discovery. Our school and pre-school will actively promote Christian Values through our relationships with pupils, parents, colleagues and the wider community."

OUR SCHOOL AND PRE SCHOOL AIMS

Pupils

- *To provide a challenging, yet supportive environment to stimulate, maintain and develop a lively enquiring mind.*
- *To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.*
- *To develop in pupils a sense of moral values which can form a framework for a sense of their own worth, and relationships with others, so that students become responsible members of society.*
- *To develop in pupils a positive attitude and strong sense of respect towards themselves, others and the environment.*
- *To develop an understanding, empathy and tolerance of other faiths and cultures.*

Curriculum

- *To offer a broad based, exciting curriculum which facilitates the acquisition of knowledge, promotes enjoyment in learning, and provides skills to equip students for work and leisure, as active, confident and responsible members of a rapidly developing society.*

Community

- *To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.*
- *To foster close relationships between the school, the pupils' homes and the local community.*

2. INTRODUCTION

2.1 AIMS OF OUR POLICY

Lea Primary School and Pre School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We expect everyone who works or volunteers in our school to share this commitment. Adults in school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The **Designated Member of Staff** at Lea C of E Primary School and Pre School(DMS) for Child Protection/Safeguarding is **Mrs S-A Vines**. (Head of School).

The **Deputy Designated Members of Staff** (DDMS) is **Mrs D. Atkinson**. (Executive Head Teacher)

The school complies with the HSCB (Herefordshire Safeguarding Children's Board) guidance for Child Protection/Safeguarding. (<http://hscb.herefordshire.gov.uk>)

Mrs S.A. Vines can be contacted at Lea Primary School 01989 750296. Mrs D. Atkinson can be contacted at Lea Primary School 01989 750296 or Gorsley Goffs Primary School 01989 720321. (See appendix A for their respective roles). The following have been trained in Safer Recruitment: Lin Welch and Mrs Atkinson.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of our

children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Lin Welch is the governor responsible for Child Protection & Safeguarding supported by Kirsty Norris and can be contacted via Lea C of E Primary School & Pre School 01989 750296.

If there are concerns regarding the Executive Head-Mrs D. Atkinson or Head of School Mrs Sally-Anne Vines then contact David Howell, Chair of Governors Lea C of E Primary School 01989 568736.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following government policies and publications:

- Keeping Children Safe in Education DFE September 2016
- Working Together to Safeguard Children DFE 2015
- What to do if you're worried a child is being abused. (Advice for practitioners. DfE 2015)
- Multi-agency statutory guidance on female genital mutilation. 2016 DFE
- The Prevent duty Departmental advice for schools and childcare providers DFE June 2015
- NB 'Working Together to Safeguard Children' - This guidance replaces Working Together to Safeguard Children (2010 / 2013); The Framework for the Assessment of Children in Need and their Families (2000); and statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007). Although the 'Framework for the Assessment of Children in Need and their Families 2000.' is still a useful document for reference)
- Herefordshire Safeguarding Children's Board Child Protection Procedures HSCB Website
- Section 11 Children Act 2004 (Statutory Guidance)
- Education Act
- Sexting in Schools and Colleges. UKCCIS
- Children Missing Education September 2016

2.2 EXPECTATIONS

Lea C of E School fully recognises its responsibilities for child protection and safeguarding and strives to achieve an environment where all children are safe and secure, supported and valued within the school community.

The school will safeguard and promote the welfare of children by:

- Ensuring all staff are fully aware of their duties with regard to the safeguarding of the children in our care.
- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertake that role so as to enable those children to have optimum life chances and enter adulthood successfully

Staff at Lea Primary and Pre School, by virtue of their day to day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need. We also need to pay attention and look for signs of the possibility of Child Sexual Exploitation, FGM and look to protect children from the risk of radicalisation. At Lea C of E Primary School and Pre School, even though we are a small rural primary school, we feel it is vital that we ensure all staff maintain an attitude of 'it could happen here' (KCSIE 2016)

All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

3. PURPOSE OF OUR CHILD PROTECTION SAFEGUARDING POLICY

At Lea C of E Primary School and Pre School, pupils are taught about safeguarding, including keeping safe online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

We aim to ensure PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school preventative ethos, together with effective staff training. Lea School and Pre School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to prevent children becoming victims of child abuse. Indeed the term 'trusted adult' is a phrase the children are familiar with.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE, Citizenship curriculum for children to develop the skills that they need to recognise and stay safe from abuse.
- Ensure parents are aware of our duty of care and safeguarding procedures through the school website and the prospectus. Ensure they know that if there is perceived need, referrals to other agencies may be made and we encourage these to be seen as a constructive measure.

We aim to ensure PROTECTION by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases of abuse; protecting children from unsuitable people through safe recruitment and school security.

The school will:

- Ensure that every member of staff (including temporary, supply staff and volunteers) and the governing body receive a copy of the school's leaflet on Child Protection and Safeguarding on arrival and they know the name of the Designated Member of Staff responsible for Child Protection Safeguarding and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse or radicalisation and their responsibility for referring any concerns to the DMS
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan or a Child in Need. Parents are contacted regarding the referral.
- Develop effective links with relevant agencies
- Keep written records of concerns about children
- Ensure all records are kept securely; separate from the main pupil file, and in a locked location in the Head of School's office.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (see section: Allegations made against leaders, staff and volunteers)
- Ensure safe recruitment practices are followed
- Hold an induction meeting for new members of staff with the DSM before job commences

WE aim to SUPPORT victims of abuse and staff in identifying signs and symptoms of abuse. All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of

children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

3. HOW WE SUPPORT OUR CHILDREN.

The school will support pupils through:

- The content of the curriculum
- The school ethos and values system which promotes a positive, supportive and secure environment, giving pupils a sense of being valued
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service
- The school behaviour policy which, among other things, aims to support vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Ensuring that when a child transfers schools and is on a Child Protection Plan or a Child in Need Plan, their information is transferred to the new school immediately and that the social worker is informed
- Ensure that Support staff and all employees at school have Child Protection & Safeguarding training to identify signs of abuse.

The Green Paper, *Every Child Matters* September 2003 sets out the Government's proposals for reforming the delivery of services for children, young people and families. It builds on existing measures to ensure that we protect children at risk of harm and neglect from negative outcomes and support all children to develop to their full potential. The five outcomes that matter most for children and young people are: -

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- economic well being

4. TRAINING FOR STAFF

Lea C of E School and Pre School, has a commitment to promote and safeguard the welfare of each child in the school and pre-school. As part of the recruitment and training of staff, promoting the protection of children is a main issue.

- All staff employed by the school who work unsupervised with children are subject to a DBS check. These are checked by the Head of School and Business Manager.
- All governors, volunteers, supervisors and personnel who work regularly, and are unsupervised with children, are also required to have DBS checks.
- DBS checks are not required for visitors. Visitors do not have unsupervised access to children.
- Checks for volunteers are required only for those who have regular and unsupervised access to children and young people. Under the terms of the Protection of Freedoms Act 2012 where a volunteer is being adequately supervised, they are not considered to

be working in regulated activity however often they do this, and the school does not need to request a DBS check.

- Staff who have unbroken service (that is, no break of three months or more) will be subject to a five year DBS check.
- Lea C of E School and Pre School is committed to the provision of training for its staff in relation to Child Protection & Safeguarding. All personnel are trained at the Universal Level (Levels 1 & 2) by the Executive Head or Head of School. This includes support staff, cleaners, caretaking staff and kitchen staff. Designated personnel are trained to the Specialist Level
- During their period of induction all new staff will receive a copy of Lea C of E and Pre-School Child Protection Safeguarding Procedures.
- All staff are responsible for familiarising themselves with the Child Protection and Safeguarding policy and procedures and have a basic knowledge of what constitutes abuse, how to recognise abuse and what to do when abuse is reported or witnessed.
- Furthermore, training will include the Good Practice guidelines, which have been prepared in order to protect children and reduce the possibilities of abuse occurring, or of false allegations of abuse.
- All teaching personnel receive training on e-safety. The school has developed policy and procedures to promote pupil and staff internet safety, and parents have received information on how to keep their children safe with regard to internet usage.

The school's aim is to provide a safe environment for children, which will enable their individual, needs to be met and which will promote their physical, emotional, social, cultural and spiritual development.

As part of this commitment, we have guidelines that set out the course of action for members of staff, children and parents, volunteers and friends if abuse of a child is alleged, suspected or observed (Appendix B).

It is vital that everyone involved in the care of children is alerted to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur or continue, and in which staff are clear about the action to take if abuse is suspected or alleged.

5. PROCEDURES FOLLOWED AT LEA C OF E PRIMARY SCHOOL

The school will follow the procedures set out by the Local Herefordshire Safeguarding Children's Board (HCSB) hscb.herefordshire.gov.uk and take account of guidance issued by the Department of Education. Our guidelines reflect the policy and procedures of Herefordshire Safeguarding Children's Board, (Appendix B)

All staff will be made aware of the Good Practice Guidelines (Appendix C) As members of staff at Lea C of E School our duty of care is to protect the children. This is carried out in many ways throughout our work but we are highly aware that if we observe abuse we must take any immediate action necessary to protect the child. Also we must immediately report

our observations or concerns to the Designated Members of Staff for Child Protection and Safeguarding: Mrs Vines (DMS) or Mrs Atkinson (DDMS)

6. WHAT IS ABUSE?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

6.1 DEFINITIONS OF CHILD ABUSE

There are 4 standard categories, which are used by all agencies and understood to have agreed meanings. All concerns need to be identified under these standard categories.

hscb.herefordshire.gov.uk

NEGLECT: The persistent failure to meet a child's basic physical and /or psychological needs, likely to result in significant impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect may occur during pregnancy as a result of maternal substance/abuse.

PHYSICAL ABUSE: This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy, or Munchausen's Syndrome by proxy. It also involves HBV and FGM. (See below)

SEXUAL ABUSE: This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This area would also cover Child Sexual Exploitation.

STATUTORY DEFINITION OF CHILD SEXUAL EXPLOITATION FEBRUARY 2017

(GOV)

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

(See 'Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' DFE February 2017 for further detail.)

EMOTIONAL ABUSE: The persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that may be beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve frequently causing children to feel frightened or in danger, or the exploitation or corruption of children. It may involve cyberbullying. It may include radicalisation. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

6.2 ADDITIONAL CHILD PROTECTION CONCERNS

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

PREVENTING EXTREMISM AND RADICALISATION.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes

- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, art work or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.

FGM and HBV.

We also recognise that some children today are the victims of 'honour based violence (HBV)'. HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and all practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

FGM is a form of child abuse which has a devastating effect on girls and women: See details and information on NSPCC fact sheet - link:

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html

FGM is commonly practised on girls between infancy to 15 years old with majority of cases between 5 and 8 years old. Also refer to:

http://westmerciaconsortium.proceduresonline.com/chapters/p_fem_mut.html

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools this will usually come from a disclosure.

Teachers MUST personally report to the police, cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

DOMESTIC VIOLENCE

It is now generally acknowledged that children living with domestic violence is a Child Protection/Safeguarding issue. Children who witness or experience domestic violence are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in their dealings with these children. Information may need to be shared confidentially within the school on a 'need to know' basis. The Designated Teacher for Child Protection/Safeguarding has responsibility for deciding whom to inform.

Support for victims of domestic violence is available from West Mercia Women's Aid
Tel: 0800 7831359 wmtwa.safeguarding@wmtwa.cjsm.net PO Box 74, Hereford HR4 9WB

7. CHILDREN MISSING FROM SCHOOL

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) we have:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when children;
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date. They will not be taken off roll until we have confirmation of their attendance at the new school.

8. INDICATORS OF ABUSE AND NEGLECT

We believe it is vitally important that in order to identify possible Child Protection issues, all staff are constantly aware of the possible indicators. Discussion around these indicators is part of our regular training and updates. Possible indicators include;

- Children whose behaviour changes - they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

(This list is not exhaustive)

9. OTHER AREAS FOR CONCERN AND CONSIDERATION OF VULNERABLE CHILDREN

9.1 BULLYING CONCERNS

It is sometimes difficult to decide whether certain behaviour from one child to another constitutes normal 'experimentation', bullying or child abuse.

Bullying can be defined as 'deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves'. (*DFEE Circular 10/95*). This can include physical acts (hitting, kicking), verbal (name-calling, racism), or indirect bullying such as spreading rumours, or excluding someone from a group. Among children with severe developmental delay it can be particularly difficult to differentiate bullying from other forms of challenging behaviour. Reference should be made to the Behaviour Policy.

9.2 SEN CHILDREN

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

Difficulties may arise in overcoming communication barriers.

9.3 PEER ON PEER ABUSE

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Lea C of E we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

9.4 SEXTING

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

9.5 PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

10. LEA C of E PRIMARY SCHOOL CHILD PROTECTION and SAFEGUARDING PROCEDURES

10.1 REPORTING SUSPICIONS OR ALLEGATIONS OF CHILD ABUSE OR OTHER SAFEGUARDING ISSUES.

Every member of staff at Lea C of E School has a duty to promote the protection and the wellbeing of the children in our care. With this in mind, all staff must be familiar with and must adhere to the Good Practice Guidelines (Appendix C) and the Herefordshire Guidance for Employees in school 'Allegations of Child Abuse'.

Any member of staff who is told of or has witnessed, any Safeguarding issue, incident or suspicion of child abuse in respect of a child at Lea C of E School, must report the information immediately to the Designated Members of Staff for Child Protection/Safeguarding. This can be done verbally, but must be recorded on Appendix D within ten minutes.

Concern Forms can be found in the Staffroom.

The DMS should be informed that a concern has been raised by verbal communication.

Child abuse concerns.

Child abuse to be reported **includes:**

- abuse of a child by a staff member or adult within Lea C of E School
- abuse or neglect at home reported to staff by a child
- abuse by a stranger or
- abuse of one child by another.
- concerns about abuse or neglect

Staff at Lea C of E School **should not** investigate reports of abuse themselves but to immediately report to the Designated Members of Staff for Child Protection and Safeguarding.

Alleged victims, perpetrators; those reporting abuse and others involved **should not** be questioned. The only matter to clarify is that there is an allegation or suspicion of abuse. When you report a Child Protection Safeguarding concern you will be asked to put your concerns in writing, the Designated Members of Staff for Child Protection Safeguarding may ask for some detail in order to ascertain the immediate actions necessary to ensure the child and / or other children are protected from further risk.

The Children's Act requires that local safeguarding procedures are followed and these are designed to avoid unnecessary or repeated interviews or medical examinations, to involve the police (as appropriate) and to avoid contamination of evidence by interviewees, which may have inadvertently led a witness.

It is important to acknowledge that the procedure will inevitably lead to some investigations being triggered, which do not substantiate the allegation being made, as well as those which do. However it is preferable to have some false alarms, rather than fail to initiate specialist investigation of real abuse. **We all have a duty to protect children.**

What to do when children disclose information which causes concerns.

Any staff member to whom allegation of child abuse is made or observes such abuse must:

- **Listen** to a child that is telling or indicating that something abusive has happened to him/her or someone else.
- **Allow** the child to tell you as much as they want to **without** interrupting. Remember you will need to record this.
- **Limit** any questions to clarify what happened and **strictly avoid** leading the child by making suggestions or introducing your own ideas in the questions. Do not try to investigate further.
- **Tell** the informing child that you will make sure that the right people will follow up what they have said.
- **Reassure** the child that a person of their choice will support them if at all possible.
- **Ask** them if there is anything that they immediately need to make them feel safe and assure them that staff will try as far as practicable to follow their wishes.
- **Refer** the matter immediately, with all relevant details, to the Designated Teacher for Child Protection/Safeguarding.
- **Record in writing** as soon possible what you have been told/observed, using the exact words by the informant and yourself including any questions and answers on the school's 'Cause for Concern and Incident' form (Appendix D).

Confidentiality

Children should not be promised confidentiality as there may be a disclosure of alleged abuse and it will be necessary to share that information as part of the Child Protection/Safeguarding process. The school cannot protect the child; only social services and the police have the power necessary to carry out enquiries.

10.2 ACTION BY DESIGNATED MEMBERS OF STAFF FOR CHILD PROTECTION AND SAFEGUARDING

On receiving details of an allegation of child abuse or other Safeguarding concern, the Designated Member of Staff for Child Protection/Safeguarding must first of all take any necessary steps needed to protect any child from risk of immediate harm. If in doubt as to whether the concern raised is clearly a Child Protection/Safeguarding referral, the designated member of staff can discuss any concerns with the Multi Agency Safeguarding Hub (MASH) at the local authority, who have responsibility for Child Protection/Safeguarding issues or the Lead Nurse for Child Protection/Safeguarding. They will advise on the most appropriate course of action. In matters concerning the possibility of radicalisation, a referral should be made to the Channel programme. (Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

If it is established that this is a matter for Child Protection/Safeguarding Investigation, the Designated Members of Staff for Child Protection/Safeguarding should immediately complete the relevant paperwork for the MASH Team (copy attached). Any referral is made within the 'Common Assessment Framework'. This is the national agreed and applied model for assessing the needs of children and young people. It has a child-centred approach and looks at development and environmental factors as well as family circumstances in assessing the needs of the children.

If the school has a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice from Herefordshire Council within the MASH team. Refer to cards in staffroom and office and HSCB poster of contact details.

Following a referral, MASH have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies. This all depends on if the case is seen as a section 47 or section 17. An initial assessment maybe conducted or a strategy meeting, if it is section 47, prior to core assessment.

Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called. A representative from the school should attend. If a school representative is unable to attend, documents will be sent to the meeting and an educational representative from MASH would represent the school. This is the expected procedure if the school had made the referral.

Many cases are resolved with advice and support to parents; other cases however may require much longer involvement. Where identified risk remains, court proceedings may be taken or arrangements made for the child to be cared for by other members of the family or foster carers. Where children continue to live in situation of risk, a Child Protection Safeguarding Conference may be called.

10.3 SUPPORT GIVEN TO THE CHILD OR CHILDREN MAKING AN ALLEGATION AND THEIR PARENTS

The Designated Members of Staff for Child Protection Safeguarding will discuss and follow the Assessment Team Manager's advice in relation to:

- Any need for medical examination or treatment for the child. (In all but urgent situations this will be further discussed at a strategy meeting).
- Any immediate protection which may be needed for a child who has been abused, a child who has been given information about abuse or a child against which an allegation has been made. (Any of these may now be at risk).
- Any further support deemed necessary and appropriate for the child, other children who may be at risk and their families.

The support offered to a child making an allegation will almost certainly involve allocating an appropriate member of staff, as far as possible, a person chosen by the child to stay with him/her. The Designated Member of Staff for Child Protection Safeguarding in consultation with Social Services will ascertain whether any other person should have information about the allegation. Staff supporting a child should ensure that they listen and support the child but do not probe or ask questions, if the child does disclose more information the staff should record what they say in writing. Staff should also record in writing any unusual behaviour displayed by the child following the allegation.

10.4 COMMON ASSESSMENT REFERRALS (CAF)

Link: [hscb.herefordshire.gov.uk \(Professionals: Policies and Procedures\)](https://hscb.herefordshire.gov.uk/Professionals:Policies%20and%20Procedures)

What to do if you have concerns about a child

The CAF procedure is designed to help professionals understand what to do if they have concerns about a child and to find out whether the child has additional needs or needs that mean they have been, or are likely to be, significantly harmed.

In Herefordshire we are clear that children with different levels of need will be responded to appropriately by the range of agencies who work with them. The information below is based on national government guidance and shows how different levels of need should be addressed.

Level 1 - Universal services

No additional action needed

Level 2 - Targeted services (additional needs)

Consider assessment using CAF (CAF advisors can help with this)

Common Assessment Framework (CAF)

Levels 3/4 - Specialist Services (acute/ complex needs)

Consider referral using multi-agency referral form Appendix F

For detailed information on making a referral and the form contact the Herefordshire CAF team: (name). Before any CAF referral is made the DSM should be notified: (name).

The Child Protection Safeguarding Conference (ICPC) is an opportunity for all professionals with the family to consult about how the child may best be protected and in particular, decide whether the child should be subject to a Child Protection Plan (historically this was referred to as the child being placed on the Child Protection Register).

It is clearly very important that a representative of the school attends the conference if at all possible. Details of children in receipt of a Child Protection Plan are held by the Social Care teams - these details all the children (resident in the area) who are considered to be of continuing risk of significant harm and for whom there is a Child Protection Plan. The first Child Protection Safeguarding Review Conference will be called within three months and reconvened every six months to ensure that momentum is maintained in the process of safeguarding the registered child.

If a child is subject to a Child Protection Plan (CPP), a Key Worker (Social Worker) and a Core Group will be appointed. Whenever possible a representative of the school should be a Core Group member. An outline Child Protection Safeguarding Plan will be drawn up and the Core Group will be responsible for meeting regularly to implement it.

When a child is subject to a CPP, the school's designated member of staff must decide who needs to be told. This should be on a 'need to know' basis, but should include personnel who monitor attendance, who have day-to-day responsibility for their education and any pastoral staff who may be working with the child.

11. ALLEGATIONS MADE AGAINST LEADERS, STAFF AND VOLUNTEERS

(see Herefordshire policy Managing Allegations Made Against Professionals)

LADO: Local Authority Designated Officer hscb.herefordshire.gov.uk click on Policies and Procedures. Herefordshire LADO: Reg Marriott 01432 260940

It is important to send documents through anycomms+. (Secure)

Organisations that work or come into contact with children and young people need to be aware of the possibility that allegations of abuse will be made against members of their staff or volunteers. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people and they can be made by concerned adults.

Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has taken place
- Something happens to a child that reminds them of an event that happened in the past. (The child is unable to recognise that the situation and the people are different).
- Children can misinterpret your language or your actions because they are reminded of something else.

All allegations should immediately be brought to the notice of the Executive Head Teacher only, Mrs Atkinson. In cases where the allegation is made against her, the complainant should approach the Chair of Governors. The Herefordshire Safeguarding Children Procedures has detailed advice on allegations against a member of staff:

<http://www.proceduresonline.com/west%20mercia%20consortium/>

If a complaint is made we will:

- Make sure that the child in question is safe and removed from the person alleged to have abused the child
- Contact Herefordshire Council's Local Authority Designated Officer (LADO) by email through Anycomms+ or contact the administrator on 01432 261708

The HSCB website has information on policies and procedures: Managing Allegations Against Professionals January 2011 www.herefordshire.gov.uk/hscb

- Contact the MASH Team/West Mercia Police
- Contact the parents or carers of the child if advised to do so by the social worker/police officer in charge of allegations.

Irrespective of any investigation by the LADO or the Police, you should follow the appropriate disciplinary procedure; consideration needs to be given as to whether the alleged abuser should be suspended from attending the setting until the outcome of any investigation is clear. Current DfE guidance is not to resign if at all possible. All incidents should be investigated internally after any external investigation has finished enabling the organisation to review practice and put in place any additional measures to prevent a similar thing happening again.

Well-functioning organisations encourage an environment where people feel safe to express their concerns about the practice of others. The term 'whistle blowing' is often used disapprovingly; if a staff member, volunteer or visitor has concerns, they should not be victimised in any way for expressing them. Complaints from children/young people and their families should be welcomed as a way to improve the services offered.

LADOs are involved in the management and oversight of individual cases where it is alleged that a person working with children (including a volunteer) has:

- behaved in a way that has harmed a child, or may have harmed a child or
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The school will inform Ofsted about any allegations of serious harm or abuse by any person living, working, or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). The school will also tell Ofsted about any other abuse, which is alleged to have taken place on the premises, and the action taken in respect of these allegations.

The school will inform Ofsted about these allegations as soon as is reasonably possible, but at the latest within 14 days of the allegations being made. If this requirement is not met, and there is no reasonable excuse, the school is committing an offence.

Employers, social services and professional regulators are under a legal duty to notify the Disclosure and Barring Service (DBS) of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups.

If the school dismisses or removes a member of staff/volunteer from working with children and/or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult the school has a legal duty to inform the Disclosure and Barring Service www.homeoffice.gov.uk/agencies-public-bodies/dbs/

If the member of staff resigns during an investigation or before they are dismissed, the school should still inform the DBS. Telling the DBS does not mean the person will be automatically barred from working with children and vulnerable adults.

An organisation which knowingly employs someone who is barred is breaking the law.

A person barred from working with children or vulnerable adults is breaking the law if they work/ volunteer or seek to work/ volunteer with these groups.

For more information go to www.homeoffice.gov.uk/agencies-public-bodies/dbs/services/dbs-referrals/ and search for referrals.

Refer to guidance from HSCB (attached) or refer to HSCB website policies and procedures.

12. SAFER RECRUITMENT (see Safer Recruitment Policy)

The application of rigorous procedures for the recruitment of any staff or volunteers who come into contact with children, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded. As an absolute minimum, the following standards should be followed:

- All prospective employees should complete an application form which asks for details of their previous employment and for the names of two referees
- All prospective workers should have a DBS check, if working unsupervised with children, before they start employment or activities
- The Executive Head Teacher and Chair of Governors will make a judgement regarding each person's appropriateness to fulfil a role depending on the outcome of a DBS check, an interview and references
- All prospective employees should be interviewed to establish previous experience of working in an environment where there is contact with children and perceptions of acceptable behaviour
- Nobody should start work before references have been received. Referees should be reminded that references should not misrepresent the candidate or omit to say things that might be relevant to their employment
- New members of staff should be clear about their responsibilities and wherever possible, work to an agreed job description
- These guidelines should be available to everyone and fully discussed as part of an induction process.

13. OTHER SAFEGUARDING PROTOCOL.

13.1 Social Networking

At Lea C of E School and Pre School we are aware of how social networking sites such as Facebook and Twitter are becoming increasingly popular as a way of communicating and sharing information, despite age restrictions that are in place. Whilst we do not want to restrict the use of such sites by our staff, the following guidance might be useful.

The Department for Education has published guidance on social networking sites. On page 6, it advises teachers:

'... ask yourself if you would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing your content'

All employed staff at school should, when publishing information, personal contact details, video or images, ask themselves if they would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing their content.

Can staff become 'friends' with pupils?

The DfE also suggests that teachers should not become online friends with pupils, or add them to contact lists, since this could give pupils access to personal information about staff. Teachers are advised to learn how to restrict access to their pages, so that only specific people can see them. This is particularly relevant for staff who have parents or children as relatives. Teachers are not discouraged from using social networking sites for use in class, but are warned to be careful about which sites they use and how they use them.

13.2 Children's Safety and Awareness of the Dangers of Social Networking

Age appropriate information is shared with the children to promote safety using social media. Additional resources can be located at:

UK Safer Internet Centre

South West Grid for Learning: Staying Safe

Childnet International

Please refer to IT Computing Policy for Safeguarding and School IT Systems

13.3 Mobile Phones, Photographs, Cameras and DVDs

- Pupils are not allowed to bring mobile phones into school
- Volunteers, visitors, students, contractors, committee members and parents are not allowed to use mobile phones when in contact with the children
- The use of mobile phones or personal cameras in school is not permitted
- At Pre School, all staff / volunteers will store their phone securely in the office, on entering Pre School.
- Personal use of a mobile phone by a member of staff, or adult, needs to take place during their break time either in the staff room, an office or outside the front foyer of school when the adult is not in contact with children
- All adults in school should be aware of mobile phone misuse and if you suspect mobile phone misuse is occurring you should inform the DSM/ DDSM, Mrs Vines / Mrs Atkinson, immediately

- Staff and adults are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- There are professional boundaries for the use of mobile phones and all adults need to follow the school's guidance regarding the acceptable use of mobile phones
- The recording, taking and sharing of images, video and audio on any mobile phone is not permitted unless it is authorised by management who will make sure that it is monitored and recorded
- All mobile phone use is open to scrutiny and the management of the school can withdraw or restrict authorisation at any time
- Mobile phones may not be used in classrooms, areas in the school when in contact with children or in toilets
- Personal mobile phones may be used when staff are on trips away from the school to make urgent contact with other members of staff. This mobile use is at the discretion of the party leader who takes responsibility for the other adults in the group and their use of personal mobile phones
- The school answer machine is used at the end of the school day between the hours of 5 pm and 8.30 am to take any messages from parents. However if available school staff will answer the telephone during this time if available.
- The school answer machine is not used during the school day 8.30 am to 4 pm, unless the phone lines are busy.
- The use of school cameras is allowed for photographing children. (Refer to use of photographs below). Members of staff have responsibility for managing the safe use of cameras.
- Use of cameras is not permitted in toilets
- Parents' consent to the school taking and using photographs of children by signing a permission slip.
- A list of children who may not be photographed, have their photograph on the website, be photographed by a student or put on a DVD is compiled and kept in the front office
- Photography and the use of DVDs are not permitted if this affects the children identified on the list and contravenes the parent or guardians wishes
- Photographs taken by a child's parents are permitted at a school function if they are for personal use only. Parent's will be advised not to post images on Social media sites.
- School cameras should not leave the premises, unless authorised by a member of the senior management team.
- The content on the camera should be deleted after printing or copying
- If a camera has to be taken off site, the staff member has the responsibility of safeguarding the content on the camera.

14 ADDITIONAL POLICIES TO SUPPORT CHILD PROTECTION SAFEGUARDING

Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying,

constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. The Head of School monitors attendance regularly. Office staff are thorough in their follow up for every absence to ensure reasons for absence are ascertained.

Behaviour Policy

Our behaviour policy is set out in a separate document and is reviewed annually. We recognise the role that behaviour management has in relation to children feeling that they are treated fairly, listened to and valued. All behaviours are communication and we understand that poor behaviour can be a symptom of other concerns in a child's life. Our policy outlines how we celebrate good behaviour and support individuals experiencing difficulties.

Complaints Policy

Our Complaints Policy outlines the protocol for members of the school community making a formal complaint against a member of staff. This also includes detailed procedures on what happens when allegations are made against a member of staff in regard to child protection issues.

Confidentiality

All incidents relating to child protection will be dealt with in strictest confidence and information will be shared with staff on a need to know basis. Parents will be kept informed unless the sharing of information with them prejudices any further investigation.

SEN

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Where necessary, the school will provide additional training to staff to use other communication systems are required eg. deaf children may need an interpreter. Supervision by senior managers will be vigilant to create a protective ethos around the child. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

e-safety

Children should be encouraged to use the internet, but at all times in a safe way. Parents are asked if they agree to their child using the internet whilst in school, and are requested to send in written confirmation. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the head teacher without delay.

Educational Visits Policy.

Equality and Diversity Policy (Inclusion of Race, Disability and Gender)

First Aid

In school there are trained members of staff who are on a rota to oversee the first aid. First aid kits are situated in every classroom, the kitchen, Pre School and the hygiene room / disabled toilet.

When a child is poorly or has suffered an accident in school or on the playground there is a protocol for staff to follow:-

- a trained first aider is consulted
- if the incident is deemed to be serious it is logged in the accident book
- for all head injuries a head bump letter is issued
- if the severity necessitates, a parent is contacted.

For matters concerning managing medicines and drugs the Health and Safety policy should be consulted.

Health and Safety

Our Health and Safety policy is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Intimate Care and Physical Touch Policy

SEN record access protocol.

Parent and Other helpers in School Code of Conduct.

Physical Intervention / Positive Handling

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

Managing Allegations Made Against Professionals

PSHE policy and British Values statement.

Racist Incidents

The school reports racist incidents online as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Safer Recruitment Policy

Our policy on Safer Recruitment makes clear our safe recruitment practices in line with the document 'Keeping children safe in education' updated September 2016.

Sex and Relationships Education Policy

Included within PSHE

Whistle Blowing

"Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime.' KCSIE 2015. The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourages workplace accountability and self-regulation. See policy Spring 2016. This is displayed in the staffroom.

15. SCHOOL SECURITY

Lea C of E School provides a safe site but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

- Gates are kept closed during the school day, visitors gain access through the main entrance or may access Pre-School via the playground at lunch time for collecting / dropping off.
- At the end of day, the gate to the playground from the village hall will be locked.
- External doors from school to the playground, are kept locked from inside during the school day. Staff are vigilant at all times with regard to parents entering the school site during the day.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window will be issued with a school lanyard or visitor's pass.
- Parents, carers and grandparents attending functions have access only through the front foyer, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this and sign the children out.
- At least two members of staff are always on duty at break times.

16 . USEFUL CONTACTS, RESOURCES AND WEBSITES

Herefordshire Children's Services

-HSCB: hscb.herefordshire.gov.uk

-In office hours: MASH (Multi agency Safeguarding Hub) 01432 260800
[www. Herefordshire.gov.uk/MASH](http://www.Herefordshire.gov.uk/MASH)

-FAST: 01432 261628

-Out of office hours: Emergency Duty Team 01905 768020

-HSCB Inter-agency Child Protection Procedures www.herefordshire.gov.uk/hscb/

-Manual of Child Protection Procedures available www.herefordshire.gov.uk/hscb/

-Local Safeguarding Children's Board HSCB 01432 260119
<http://www.proceduresonline.com/west%20mercia%20consortium/>

-Herefordshire Women's Aid 01432 356146.

-Local Authority Designated Officer LADO 01432 260940

lado@herefordshire.gcsx.gov.uk

-Herefordshire Safeguarding Children Board (HSCB) Child Protection Guidelines. Available online at www.herefordshire.gov.uk/hscb

-Independent Chair of HSCB: Dave McCallum 07805 180368

Dave.McCallum@herefordshire.gov.uk 01432 260100 (Bus. Unit)

Herefordshire PCT Safeguarding Advice 01432 363916

West Mercia Police 08457 444888

NSPCC Helpline 0808 800 5000

DFE Documentation.

Keeping children safe in education Information for all school and college staff September 2016.

Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children March 2015 Reference: DFE-00130-2015 On Common Staff / Policies

The Prevent duty Departmental advice for schools and childcare providers June 2015

What to do if you're worried a child is being abused Advice for practitioners March 2015 Reference DFE -00124-2015

Multi-agency statutory guidance on female genital mutilation. HM Government 2016

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 Reference: DFE-00128-2015

Children missing education Statutory guidance for local authorities January 2015

Ofsted - www.ofsted.gov.uk

Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk _08457 474747

Stop it Now! Campaign www.stopitnow.org.uk _Free helpline: 0808 1000 900

Childline - www.childline.org.uk

NSPCC - www.nspcc.org.uk

Direct Gov for information relating to legislation - www.direct.gov.uk

UNICEF - www.unicef.org

The Children Act 1989 - www.legislation.gov.uk/ukpga/1989/41/contents

Online Safety: A Toolkit for Early Years Settings

www.plymouth.gov.uk/early_years_toolkit.pdf

Ofsted: Mobile phones, 18 Feb 2011 (available to download from www.ofsted.gov.uk search for 110003)

Reference to Additional Documents Regarding Child Protection Safeguarding Policy

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters - Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000
- Safeguarding children who may have been trafficked
- Safeguarding children and young people who may have been affected by gang activity
- NSPCC Fact sheet FGM **Safeguarding children from female genital mutilation** <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>
- Forced marriage
- Safeguarding children from abuse linked to faith or belief
- Use of reasonable force

- Safeguarding children and young people from sexual exploitation
- Safeguarding Children in whom illness is fabricated or induced
- Preventing and tackling bullying
- Safeguarding children and safer recruitment in education
- Information sharing
- Recruiting safely: Safer recruitment guidance helping to keep children and young people safe
- Safeguarding Disabled Children: Practice guidance
- Department of Health / Department for Education: National Service Framework for Children, Young People and Maternity Services
- DfE: What to do if you're worried a child is being abused
- Department of Health: The Framework for the Assessment of Children in Need and their Families 2000
- Teacher Misconduct: the prohibition of teachers January 2014

APPENDIX A

Duties of the Designated Governor for Child Protection Safeguarding

- To attend child protection safeguarding training for governors every two years
- Responsible for reporting, with the Headteacher, to the governors the number of cases (without names or details) of Child Protection issues in the school
- Ensure Child Protection Safeguarding Policy is reviewed annually

Role of the designated safeguarding lead

- Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- The broad areas of responsibility for the designated safeguarding lead are:

- Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
 - Channel for cases which concern the possibility of extremism or radicalisation.
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Keeping records in accordance with data act
- To review and record all meetings in a chronology, including supervisions sessions.
- To have a clear processes of updating Governors of referrals and Sec 47 within school on term basis
- To liaise with the inter-agencies to make sure information is up to date in relation to Child Protection/Safeguarding issues eg: social care, Child and Adolescent Mental Health Services (CAMHS), education welfare service and educational psychology service. This may involve supporting or leading the formation of a 'team around the

child', and/or attending case conference reviews. To challenge agencies when information is not shared within timeframes.

- **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

- **Raising Awareness**

-

The designated safeguarding lead should:

- Ensure the school or policies are known and used appropriately:
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Appendix B

HEREFORDSHIRE CHILDREN'S SAFEGUARDING BOARD (HCSB): POLICIES AND PROCEDURES

This is an inter-agency forum for agreeing how different services and professional groups should co-operate to safeguard children, it brings together representatives from different agencies, responsible for helping to protect children from abuse and neglect.

A Training and Development Officer is employed to provide both single and multi-agency Child Protection/Safeguarding training on a regular basis.

Child Protection/Safeguarding is a complex and sensitive area of work and training is recommended for newly designated teachers. There is a requirement for all Designated Child Protection/Safeguarding Teachers to undertake refresher training every three years. Foundation and extended training is available for designated teachers and newly appointed Headteachers.

Members of the Safeguarding Board include a Headteacher representing Secondary schools, a Headteacher representing Primary schools and a representative of Children's Services.

Referring A Child

The procedure for responding to disclosure of abuse by a child is laid out in the Herefordshire guidelines www.herefordshire.gov.uk/hscb

- If the DMS is not sure whether to refer child, advice can be sought from MASH: 01432 260800
- If a referral is required see Appendix F Multi Agency Referral Form. Also available from www.herefordshire.gov.uk/hscb
- If a referral is to be made outside office hours contact the Emergency Duty Team 01905 768020
- If the case is an emergency the police may need to be contacted as well
- Information required:
 - Details of the concern or allegation
 - Name, DOB, address of young person
 - Details of the setting, contact details of the Headteacher DMS and DMS
 - Additional relevant information for example ethnicity or other agencies involved

Allegations of Abuse against Education Staff

There are clear guidelines for headteachers for dealing with allegations against school staff and these are referred to in this policy. Members of staff should always raise concerns directly with the Head Teacher.

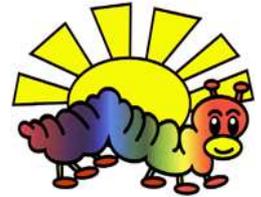
The named contact at Children and Young People's Directorate is Reg Marriott (Local Area Designated Officer), who must be contacted in the event of such allegations (01432 260940) email: reg.marriott@herefordshire.gov.uk Investigations will be led by Reg Marriott.

Copies of documents 'Allegations of Child Abuse' Guidance for Employees in School are available from Education Personnel 01432 260935.



Appendix C

GOOD PRACTICE GUIDELINES FOR STAFF



- In the event of any injury to a child, accident or otherwise, ensure that this is recorded and the recording witnessed and countersigned by another adult, usually a senior member of staff.
- Record on the Cause for Concern and Incident form (Appendix D) allegations that a child may make against a staff member e.g. 'you are always picking on me', 'don't hit me', noting the circumstances, who was present and what actually happened. Some of these allegations will be false allegations and it is important to note witnesses and facts.
- If the allegation is a serious one it should be brought **immediately** to the attention of the designated Child Protection Safeguarding officer.
- If a child touches a member of staff in a sexually inappropriate way, record what happened and ensure that another adult knows. The touch could be an innocent one but it must be made clear that the child must not touch in that place/way.
- Do not spend excessive amount of time with one child away from other people. If working in a 1:1 situation, ensure that the door stays open.
- Always tell another member of staff if an individual is working/going with a child on their own.
- As far as possible ensure that another member of staff is present or aware when personal care is given to a child. Encourage children to do as much as possible for themselves within the limits of their ability.
- Staff must be mindful of how and where children are touched.
- Do not allow children to kiss, especially on the mouth.
- A risk assessment should be carried out on children who are exhibiting serious behaviour difficulties, especially before deciding whether it is appropriate to take them out of school and what level of staffing is required.
- Physical restraint should be used only when there is a risk of harm or serious harm to the child and his/her peers, and then only in accordance with guidelines on how to hold. Any physical restraint used should be reported to the Headteacher who will complete the appropriate restraint forms (appendix E). Staff should ensure that they are familiar with the school's Use of Restraint policy.

- Always discuss any suspicions of inappropriate behaviour or abuse with the Designated Members of Staff for Child Protection/Safeguarding. Do not keep to yourself. This includes inappropriate use of school equipment (video cameras, digital cameras, internet, laptops etc). Staff should ensure they are familiar with the schools E-Safety policy and procedures.
- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. (See Whistle Blowing Policy.)
- Adhere to the good practice guidelines regarding intimate care of children.

N.B. Breaches of the above guidelines will be addressed by management and may involve use of the disciplinary procedures.

Appendix D

CHILD PROTECTION SAFEGUARDING CAUSE FOR CONCERN AND INCIDENT FORM

Pupil's Name: _____ DOB: _____

Date of Incident: _____ Time: _____

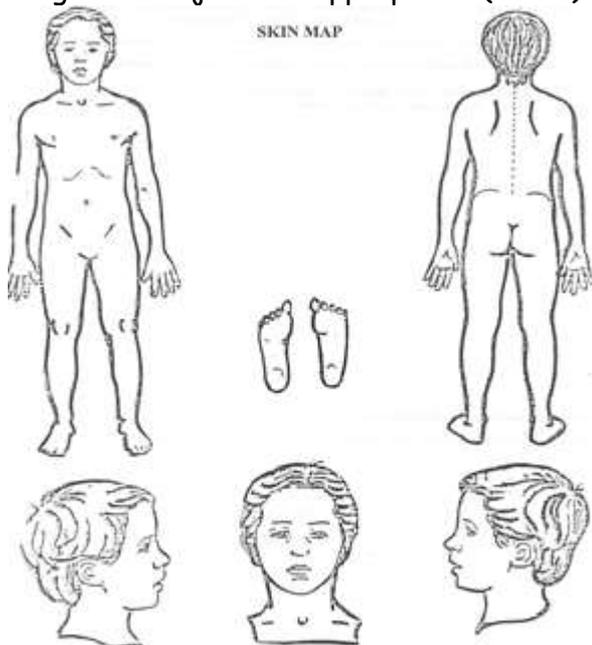
Place of Incident: _____

Nature of Incident:

Diagram of injuries if appropriate (below)

Yes

No



People present at time of incident (witnesses):

Action taken:

Name of person reporting incident:

Designation:

Signature: _____ Date:

Notification to designated Child Protection/Safeguarding teacher: Yes / No

Referral and Assessment Team Informed: Yes / No

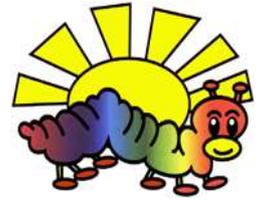
LA Informed: Yes / No

Comments:

Signature of designated person. _____ Date: _____



Appendix E USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD



Details of pupil or pupil on whom force was used by a member of staff (name / class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of the incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reasons for using force and descriptions of force used.	
Any injury suffered by staff or pupils and any first aid and/or medical attention required.	
Reasons for making a record of the incident.	
Follow-up, including post-incident support and any disciplinary action against pupils.	
Any information shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)	
Report compiled by : Name and role :	Report countersigned by: Name and role:
Signature :	Signature:
Date :	Date :



Herefordshire Multi-Agency Referral Form

(attach the CAF form if you have already completed one)

This form must be used for referrals of a child to Children's Social Care when there are concerns about a child's welfare or safety, or when requesting a service. If you are unsure whether a referral is appropriate, please telephone the Referral and Assessment Team for a discussion. Please complete this form within 48 hours of making a telephone referral. If you do not have any relevant information for specific sections please leave blank - refer to the Standards and Guidance for multi-agency referrals to Children's Social Care for help with completing this form

Details of the child(ren)

Record details of unborn baby, infant, child or young person being assessed. If unborn, state name as 'unborn baby' and mother's name, e.g. unborn baby of Ann Smith

Name:

AKA/Previous Names:

Male Unknown
 Female

Date of Birth or EDD:

Addresses:

School /nursery/ college attended:

Contact Telephone

NHS number if known:

UPN, if known:

Post Code:

Religion:

Ethnicity:

Child's first language:

Is an interpreter or signer required? Yes No

Does the child have a disability? Yes No

If yes, please give details

Family composition/significant others (attach genogram if available)

(e.g. family structure including siblings, other significant adults etc; who live with the child and who do not live with the child and parents/carers/siblings. Significant adults also includes those not related to the child, eg lodger etc)

Name:	Date of Birth:	Relationship to child:	Parental responsibility Y/N	Address (if different from child above)

Referral Information

Reason for referral - please include details of any action taken so far

Assessment

Child's development needs

This includes health, education, identity, self-care skills, social presentation, family & social relationships and emotional & behavioural development, any special needs/disabilities:

Parenting capacity

This includes basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries, stability and any issues likely to effect parenting capacity, problems with drugs or alcohol, mental health problems, domestic abuse, special needs /disability:

Family and social environment factors

This includes community resources, family's social integration, income, employment, housing, wider family history and functioning, history of offending behaviour

Has this referral been discussed with the child/young person

Yes

No

If not, why not?

Has this referral been discussed with the parents/carers

Yes

No

If not, why not?

Any other relevant information

Is there likely to be any risk to staff when they contact the family? Please give details

Other agencies involved with the child/family

Agency:	Contact name:	Address:	Telephone number:

Action requested from Children's Social Care:

- Immediate child protection
- An assessment of the situation to establish need
- A multi-agency meeting
- Private Fostering Assessment
- Record made of the information as it may be relevant now or in the future

Your details

Name

Contact telephone no.

Addresses

Organisation

Role

Signed:

Name:

Date

Is this confirmation of a telephone referral? Yes No

If yes, date and time of telephone referral:

Other information attached (tick all that apply):

Completed CAF:

Genogram:

Body map:

School attendance record:

Chronology:

Other: Please specify below:

*Please note that a **copy** of all referrals from health practitioners should be sent to: Safeguarding Children Administrator, Wye Valley NHS Trust, Vaughan Building, Belmont, Hereford, HR29RP*

INITIAL ASSESSMENT OF VULNERABILITY (please circle)

Level 1 (critical concern) - Refer to Social Services for initial and core assessments

Level 2/1 (substantial/critical concern) - Consult partner agency and consider reconvening child in need meeting

Level 2 (substantial concern) - Convene child in need meeting to develop, implement and record Action Plan

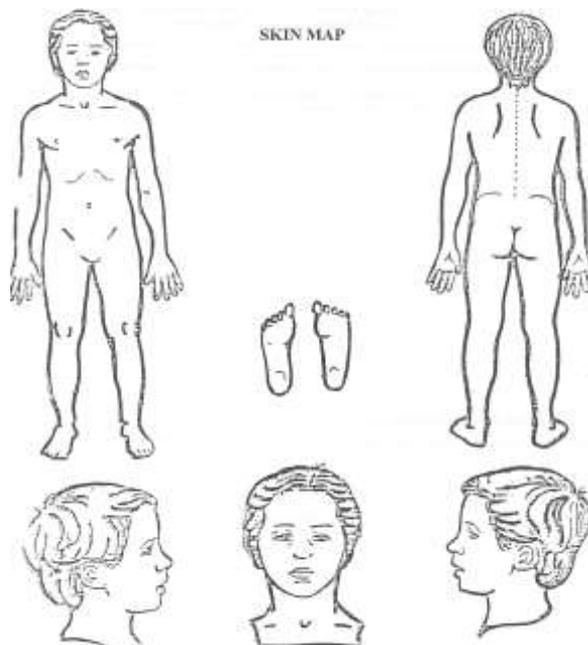
Level 3/2 (moderate/substantial concern) - Consult with partner agencies

Level 3 (moderate/low level of concern) - Single agency response

FOR PROFESSIONAL USE ONLY

Please use this page, if needed, for any additional information on children initially assessed at Level One of the model (critical concern)

Body Map (if applicable)



Appendix G

Staff Training Guidelines

Current training advice is available from www.herefordshire.gov.uk/hscb
e-learning course available from www.herefordshirecpd.co.uk follow the safeguarding link

see: [hscb.herefordshire.gov.uk Professionals Training](http://hscb.herefordshire.gov.uk/Professionals_Training)

- All school volunteers and students will be issued with a leaflet outlining the school's Child Protection Safeguarding Procedures
- New staff will go through an induction process that covers child protection safeguarding policy and procedures
- All staff complete Universal Safeguarding training within six months of starting at the setting. When this cannot be achieved immediately (within six months) a timescale will be outlined to achieve the training
- Existing staff will access a refresher course within three years of completing their initial child protection safeguarding course
- The DMS should receive appropriate training every 2 years (in line with Keeping children safe in education April 2014)

Specific safeguarding issues

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) -
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) - see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking